

Instructional Role Survey

BACKGROUND

Instructional role is defined as the matrix of academic subdivision groupings (ASG) and degree award levels approved for a university or two-year college by the Commission. There are two instructional role matrix templates¹; one for universities and one for two-year colleges. Each institution's instructional role matrix is generated by applying the programs in the Commission's academic program inventory to the appropriate instructional role matrix template. Cells in the matrix are either empty or display an "X". Empty cells are not considered within the institution's current role, and "X" cells indicate that the ASG and degree level are within the institution's role and that at least one program is currently offered.

Role expansion is defined as approval of a new program proposal that would: a) replace an empty cell on an institution's matrix with an "X," and/or b) add a new CIP code to the instructional role matrix template. Role expansion can occur by expanding to a higher degree level and/or expanding to a new academic subdivision grouping. Through the adoption of general parameters guiding role expansion, the instructional role process allows the Commission to set the parameters for new program development through broad guidelines for a five-year planning period.

Historically, the Commission adopted the policy for 1996-2000 that, "During 1996-2000, no role expansion will be approved for any institution at a higher degree level than currently offered unless required by any consent or remedial decrees related to the Title VI desegregation case." Likewise, the instructional role policy adopted in October 2001 continued this policy for doctoral role and restricted role expansion at other levels as well. The policy has not been revised since October 2001.

¹Instructional Role Matrices for Public Two-Year Colleges, Public Universities, December 2007.

²Alabama A&M University, Alabama State University, Auburn University, The University of Alabama, University of Alabama at Birmingham, University of Alabama in Huntsville, and the University of South Alabama.

³Academic Program Inventory at <http://www.ache.state.al.us/Acadaffr/ProgInv/Index>.

INSTRUCTIONAL ROLE SURVEY

Presently, the Commission is reviewing its policies related to instructional role and scope⁴. The results of this survey will serve to inform long-range planning efforts for the State Plan for Alabama Higher Education 2009-2014. To assist the Commission staff in the review of its instructional role policies, please complete the survey below and return by April 30, 2008, in the self-addressed enclosed envelope, to Dr. Pamela G. Arrington, ACHE, Instruction, Planning, and Special Services, 100 N. Union St., P.O. Box 302000, Montgomery, AL 36104-3758. This survey form can be accessed from the ACHE website at www.ache.state.al.us under Reports and Forms.

1. The instructional role policy adopted in October 2001 states the following:
The Commission will approve no new program proposals for any university or two-year college that would result in role expansion to a higher degree level for the institution. (Example: An institution that currently offers master's programs in field "X" could propose a new master's program in field "Y." However, the Commission will not approve a master's program in field "x" for an institution that does not currently offer any independent master's programs.) (Alabama Commission on Higher Education Academic Affairs and Planning Policies and Procedures Manual, 2001)

Do you agree with the policy as stated?

YES

NO

2. If no, what change(s) to the policy statement should be considered?

3. The Commission should use the approval of academic programs as defined in Question #1 above as the means to review any requests from colleges and universities to expand their instructional role and scope.

YES

NO

Comments:

⁴Code of Alabama.1975.Section 16-5-5, 16-5-6, and 16-5-10, paragraph 6.

4. The Commission should limit expansion of instructional role and scope to the current degree-granting level of the institution.

YES

NO

Comments:

5. The instructional role and scope policy should be reviewed every five-years as a part of the Commission's statutory long-range planning efforts.

Comments:

6. The Commission should consider the approval of specific academic programs outside the instructional role and scope of an institution when there is exceptionally strong demonstrated state need for the program.

YES

NO

Comments:

7. If yes, the offering of the specific program would not change the institution's instructional role and scope, but would be limited to the approved program only.⁵

YES

NO

Comments:

8. Considering the next five years, list your institution's priorities for academic technical, or workforce program development in terms of fields of study.

Comments:

⁵The development of such a program typically would require that the institution also receive the approval of a substantive change by the appropriate accrediting agency.

- a. Of the above named academic technical, or workforce program priorities, which ones have the greatest importance as part of a state incentive and/or economic development effort?

Comments:

- b. How do the above listed program priorities relate to state incentive and/or economic development efforts?

Comments:

9. Considering the next five years, list your institution's priorities for academic program development in terms of certificate and/or degree level.

Comments:

10. Name and title of Person completing the survey

11. Name of Institution

12. Check the Carnegie classification⁶ below that best describes your institution:

Research university (very high research activity)

Research university (high research activity)

Doctoral/Research university

Master's Colleges and Universities

Baccalaureate Colleges – Arts & Sciences

Special-Focus Institutions

Community College

Junior College

COE⁷-accredited technical colleges

⁶Definitions of 2005 Carnegie Foundation for the Advancement of Teaching. The following classifications are based on degree data from 2003-4. Research Universities include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that allow recipients to enter professional practice, such as the J.D. or M.D.). Research institutions, which are differentiated based on an explicit measures of their amount of research activity, are divided into three categories: very high research activity, high research activity, and Doctoral/Research universities. Master's Colleges and universities award at least 50 master's degrees per year, but fewer than 20 doctoral degrees, or none at all. Baccalaureate Colleges – Arts & Sciences institutions are institutions where bachelor's degrees represent at least half of all undergraduate degrees. Those with at least half of bachelor's degree majors in arts and sciences are included in the Arts & Sciences group. Special-Focus institutions award at least 75 percent of their undergraduate or graduate degrees in a single field or set of related fields, i.e., art, music, and design; schools of business and management; schools of engineering; schools of law, and medical schools and medical centers.

⁷Council on Occupational Education.